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ABSTRACT

This syllabus was developed in response to the requirement in the New York State Board of Regents Action Plan for improving elementary and secondary library and information skills. The skills, taught by library media specialists and classroom teachers, are to be integrated into regular courses and cover all subject areas in order to afford students the opportunity to pursue new studies, synthesize new knowledge and experience with the known, and refine their ability to make judgments and decisions. The 23-part syllabus is designed to provide administrators, school media specialists, and classroom teachers with the framework for determining the specific content, scope, and sequence of instruction in library media and information skills at the secondary level. The guide is divided into three general areas of skill development: (1) inquiry and investigation; (2) reading guidance and literature appreciation; and (3) utilization of computer and nonprint resources. Each section contains an explanation of the concept, objectives derived from the concept, and learner outcomes. Grade levels appropriate for teaching and reinforcing the concepts are indicated. Appended materials include a statement of Regents goals for elementary and secondary students, a description of the school library media center and its functions, implications of the Regents action plan for library media programs, an overview of curriculum integration, and guidelines for teaching students who have handicapping conditions. (SD)

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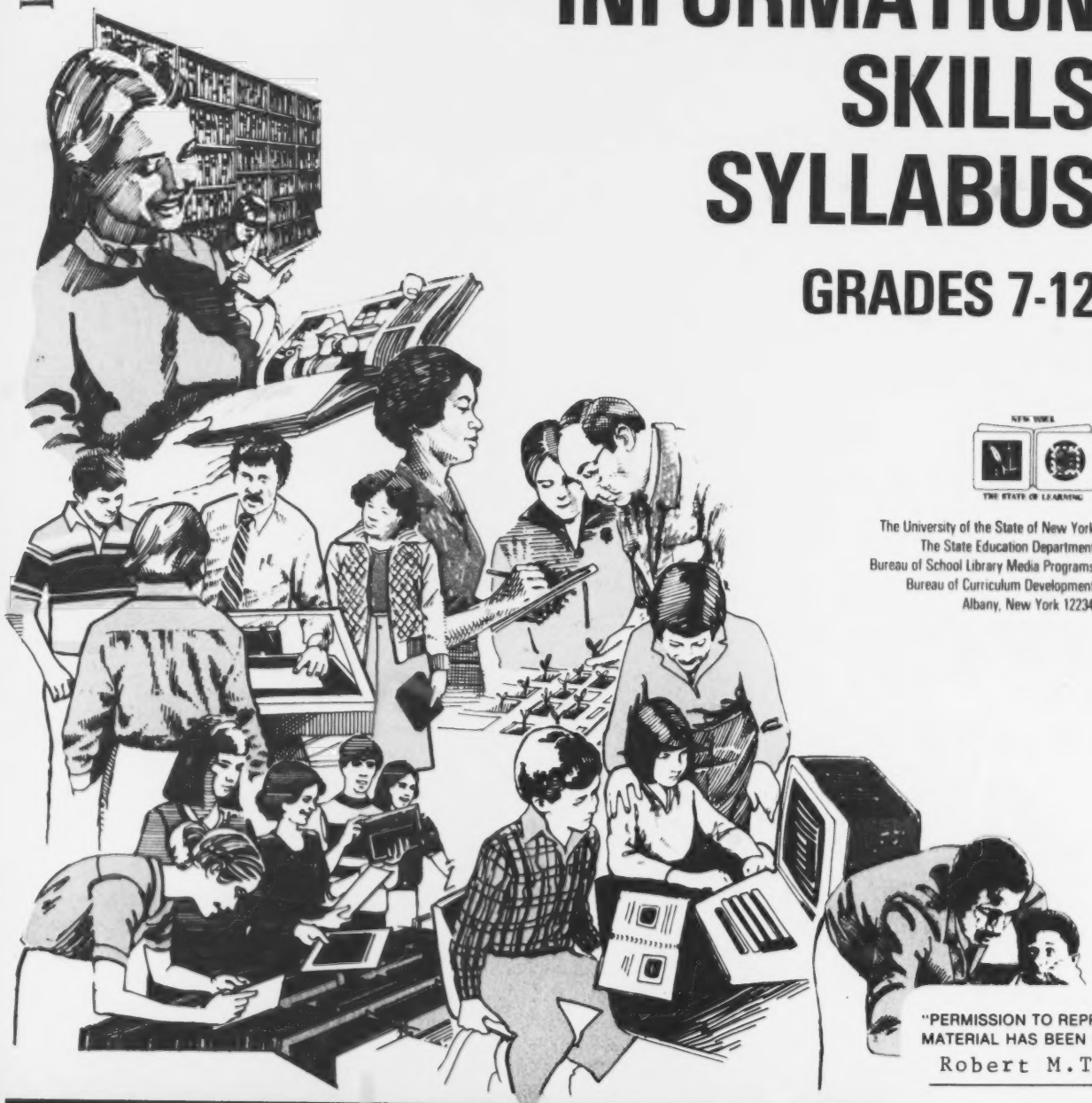
SECONDARY LIBRARY MEDIA AND INFORMATION SKILLS SYLLABUS

GRADES 7-12



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PART I: SCOPE AND SEQUENCE

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GRADES 7-12

PART I:
SCOPE AND SEQUENCE

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FOREWORD

The *Secondary Library Media and Information Skills Syllabus, Grades 7-12* has been developed as a response to the requirement in the New York State Board of Regents Action Plan to Improve Elementary and Secondary Education Results in New York. This requirement has been included in the New Part 100 of the Commissioner's Regulations as follows:

> ". . . library and information skills, the equivalent of one period per week in grades 7 and 8 . . . may be met by the integration of the learning outcomes of [library and information skills] into other courses . . ." and ". . . shall be taught by library media specialists and classroom teachers to ensure coordination and integration of library instruction with classroom instruction."

Library media and information skills are best learned in the context of the entire school curriculum. To meet the requirements of the Regents Action Plan and the New Part 100 of the Commissioner's Regulations, these skills are to be integrated into all subject areas, not just one or two. Also, these skills are not to be taught in isolation in a "library class" held once a week. The integration of these skills in all subject areas is vital if students are to learn how to apply library media and information skills in a variety of ways across many curriculum areas. Adequate staff, both professional and support personnel, will be needed to implement this seventh and eighth grade requirement successfully and still meet the library media and information needs of other students, faculty, and staff of the school.

The syllabus was prepared under the direction of Frances R. Roscello, Associate, Bureau of School Library Media Programs and Carol Anne Stiglmeier, Associate, Bureau of Curriculum Development. It was first published in 1986 as a draft for review by educators. This final edition incorporates the recommendations from colleagues throughout the State. It was reviewed by the State Education Department Office for Education of Children with Handicapping Conditions and the Office of Civil Rights and Intercultural Relations. Editorial assistance was provided by Barbara L. Kelly and Edith H. Leet, consultants.

The State Education Department wishes to acknowledge the Ithaca City School District for use of its *Secondary Library Media Skills Scope and Sequence* as the model for the State syllabus in library media and information skills, the Buffalo City School District for its subject units, the Northport-East Northport Union Free School District for its computer unit, and the contributions of the Advisory Committee members of the Secondary Library Media and Information Skills Curriculum Project.

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INTRODUCTION

The integration of library media and information skills in the secondary curriculum is a vital and integral part of the learning process. The development of library media and information skills provides students the opportunity to stimulate their minds and develop their full potential. These skills afford students the opportunity to pursue new studies, synthesize new knowledge and experience with the known, and refine their ability to make judgments and decisions (Regents Goal 10). The integration of library media and information skills is a powerful and necessary requirement of the New York State Board of Regents Action Plan to Improve Elementary and Secondary Education Results in New York. The attainment of knowledge and skills in methods of inquiry is vital if students are to meet their full potential; respond to the challenges they face in their education, their environments, and their careers; and develop a commitment to lifetime learning.

The *Secondary Library Media and Information Skills Syllabus, Grades 7-12,* provides administrators, school library media specialists, and classroom teachers with the framework for determining specific content, scope, and necessary sequence of instruction in library media and information skills at the secondary level. The syllabus supports the goals of the Board of Regents Action Plan by recommending an interdisciplinary approach to instruction in library media and information skills. The "R.A.P." notations that appear after the syllabus objective statements refer to the "Statement of Regents Goals for Elementary and Secondary School Students," approved in 1984. A list of the goals of the Board of Regents appears in Appendix A.

The syllabus is divided into three general areas of skill development:

I. Inquiry and Investigation
II. Reading Guidance and Literature Appreciation
III. Utilization of Computer and Nonprint Resources

Each section contains an explanation of the concept, objectives derived from the concept, and learner outcomes. Grade levels appropriate for teaching and reinforcing the concepts are indicated.

Library media and information skills are rarely learned when taught in isolation from a purpose, either classroom-related or personal. The development of these skills must be coordinated and integrated within the context of the school curriculum, and students must learn to apply these skills to a variety of learning situations. Planning, implementing, and evaluating a program that integrates library media and information skills with classroom instruction are responsibilities of the school district and building administrators, library media specialists, and class-

room teachers. A cooperative effort on the part of teachers and library media specialists is essential.

A guide is being developed to aid in the achievement of the goals and objectives of the *Secondary Library Media and Information Skills Syllabus, Grades 7-12.* This guide, designed to be used in conjunction with the syllabus, provides sample lesson plans that integrate classroom study with media skills. These lesson plans take the form of units; units are presented for each of the 11 areas of study required of students in grades 7 and 8. The units represent an integrated approach to teaching library media and information skills, meeting the goals and objectives of the New York State subject-area syllabi and this syllabus. The units encompass a rationale, content outline, objectives, key, planning time, accountability, unit time frame, activities and procedures, evaluation, and follow-up activities. The units provide precise examples for the actual implementation of these goals, through specific research projects, and they also provide both the teacher and library media specialist with a clear outline of their individual and collaborative responsibilities.

Also based on an integrated approach to teaching library media skills with other subject areas is *The Elementary Library Media Skills Curriculum: Grades K-6.* Published in 1980, this guide is divided into three parts. Part I suggests strategies for teaching library media skills and shows how local initiatives can be taken in this area of curriculum development. Part II presents six sample instructional units. These units lay the foundation for students to develop library media and information skills by integrating their instruction with that in math, science, language arts, reading, and social studies. Part III provides an academic framework that highlights (1) skills of location and use; (2) skills needed to make various types of inquiry and investigation; (3) literary understanding and appreciation; and (4) reading guidance.

Because of the variety of school district organizations in the State (K-8 schools, middle schools, intermediate schools), some library media specialists will be adapting to their needs two publications—both the elementary and secondary syllabi.

Never before has our educational system afforded students the opportunities for self-development and lifetime learning that exist today. Technology has made possible the ability to obtain more information very quickly. In New York State, the establishment of the regional School Library Systems has made it possible for schools to share resources and access information not readily available in their own school library media center. The integration of library media and information skills provides students with the proficiency required to take advantage of these opportunities to reach their full potential in their education, careers, and personal lives.

I.
INQUIRY AND INVESTIGATION

Instruction in research and reference skills, through the process of inquiry and investigation, is provided in sequence and includes a variety of instructional formats. A skill might be introduced earlier or later than the grade level listed, as determined by the library media specialist and the classroom teacher, depending upon an individual student's need and ability, the academic framework of the school, and/or the grade levels encompassed in the school.

Library media center programs should be designed to "develop a commitment to lifetime learning with the capacity for undertaking new studies, synthesizing new knowledge and experience with the known, and refining the ability to judge" (Regents Action Plan). Library media center programs should be designed to encourage critical thinking, creative expression, and independent investigation and to provide for specific abilities and learning styles.

A. Research Techniques

Objective: Students will develop an understanding of the information-seeking process and will determine what information they need and how to locate and use appropriate sources. Skills learned in the elementary grades (K-6) will be reviewed, as needed, in grades 7 and 8 and reinforced thereafter. The level at which a skill is introduced will be determined by the academic framework and grade structure in an individual school.

1. Task Definition	**Students will:**	**Teach**	**Reinforce**
	a. Clearly define topic before starting a search for information.	7-8	9-12
	b. Expand or narrow scope of research topic as needed.	7-8	9-12
	c. Select the reference tool most appropriate for a specific purpose.	7-8	9-12
	d. Construct a thesis statement.	10	11-12

2. Information-seeking Strategies	**Students will:**	**Teach**	**Reinforce**
	a. Select appropriate and relevant materials on a topic or issue.	7-8	9-12
	b. Recognize that a variety of resource materials are multicultural and interdisciplinary.	7-8	9-12

	Students will:	Teach	Reinforce
	c. Locate, organize, and use information through reading, listening, observing, and writing.	7-8	9-12
	d. Recognize the availability of resource persons in the community and the tools of interviewing for communication and gathering information.	7-8	9-12
	e. Identify the key words or subject headings used to locate materials.	7-8	9-12
	f. Identify other sources for information: public and other community libraries, galleries, institutions, and government agencies.	7-8	9-12
	g. Use computer systems, where available, to access relevant data bases.	7-8	9-12
3. Location of Materials	**Students will:**	**Teach**	**Reinforce**
	a. Locate print and nonprint materials in the library media center.	7-8	9-12
	b. Identify interlibrary loan procedures and use the services of the regional School Library Systems to locate information.	7-8	9-12
	c. Recognize the significance of primary source materials.	7-8	9-12
	d. Identify local, regional, and national data bases and procedures for their use (ERIC, BRS, DIALOG).	7-8	9-12
4. Use of Materials	**Students will:**	**Teach**	**Reinforce**
	a. Use a wide variety of reference materials.	7-8	9-12
	b. Determine the authoritativeness and reliability of resources.	7-8	9-12
	c. Differentiate between fact, opinion, and propaganda.	7-8	9-12
	d. Compare and contrast information from a variety of sources.	7-8	9-12
	e. Develop an appropriate topical outline for note taking.	7-8	9-12
	f. Organize and record relevant information, using a prepared outline.	7-8	9-12

5. Synthesis	**Students will:**	**Teach**	**Reinforce**
	a. Develop a sentence outline for a report on the topic chosen for the research project.	7-8	9-12
	b. Prepare a report on the topic to be presented in oral, written, multimedia, or other appropriate form.	7-8	9-12
	c. Use footnotes and bibliographies for information and documentation of resources.	7-8	9-12
	d. Adhere to copyright regulations and avoid plagiarism.	7-8	9-12
	e. Compile bibliographies or lists of works cited.	7-8	9-12
	f. Draw conclusions from a variety of resources such as interviews, biographies, periodical articles, etc., noting similarities and differences.	9	10-12

B. Library Media Center Organization and Resources

Objective 1: Students will become independent users of print and nonprint resources through the identification and use of the types of materials listed in this section. These materials will be used as appropriate and pertinent for particular topics or issues.

Objective 2: Students will learn methods of inquiry and knowledge gained through the (secondary school) disciplines and use the methods and knowledge in (individual and) interdisciplinary applications (R.A.P. Goal 2).

1. General Organization of the Library Media Center

Objective: Students will become familiar with the organization of libraries and the importance of classification systems.

Students will:	**Teach**	**Reinforce**
a. Recognize the various collections in the library media center and know how they are organized.	7-8	9-12
b. Understand shelf arrangement, classification, circulation procedures, and behavioral expectations.	7-8	9-12
c. Respect library materials, handling carefully and returning on time.	7-8	9-12

2. Catalog (card catalog, computerized catalog, book catalog, etc.)

Objective: Students will become independent users of a catalog (card catalog, computerized catalog, book catalog, etc.) as a general index to a library.

Students will:	**Teach**	**Reinforce**
a. Use the catalog as a general index to the library media center.	7-8	9-12

Students will:	Teach	Reinforce
b. Locate materials by subject, author, and title.	7-8	9-12
c. Locate material, using call numbers.	7-8	9-12
d. Use additional information in the catalog when appropriate (by referring to copyright dates, additional subject headings, etc.).	7-8	9-12
e. Recognize that the copyright date will help determine the appropriateness of material.	7-8	9-12
f. Use cross-references to find additional information.	7-8	9-12
g. Identify the scope of a subject heading.	7-8	9-12

3. School Library Systems

Objective: Students will become aware of the variety of resources available to them through use of the regional School Library Systems.

Students will:	Teach	Reinforce
a. Use interlibrary loan when appropriate.	7-8	9-12
b. Locate materials available for interlibrary loan through available data bases (COM catalog, computerized data base, book catalog).	7-8	9-12
c. Plan adequate time to receive interlibrary loan materials.	7-8	9-12
d. Respect other libraries' materials, handling carefully and returning on time.	7-8	9-12

4. General Reference Materials

Objective: Students will become independent users of reference materials, using ready reference materials, periodicals, encyclopedias, and other reference materials.

Students will:	Teach	Reinforce
a. Use key words for locating information.	7-8	9-12
b. Use a dictionary as a data source for definitions, spellings, pronunciations, history of words, synonyms, abbreviations, signs and symbols, foreign terms, diagrams, and tables.	7-8	9-12
c. Discriminate between abridged and unabridged dictionaries.	7-8	9-12
d. Identify abbreviations found in resources.	7-8	9-12

Students will:	Teach	Reinforce
e. Use resources and identify similarities and differences in the index, general organization, and subject headings.	7-8	9-12
f. Locate, use, and accurately cite specific information and sources of data.	7-8	9-12
g. Determine if materials are current and appropriate, according to publication date.	7-8	9-12
h. Determine if materials are appropriate for the historical period being researched.	7-8	9-12
i. Utilize specialized dictionaries and encyclopedias.	7-8	9-12
j. Use an encyclopedia as a data source for brief information about persons, places, things, events, and processes.	7-8	9-12
k. Use reference outlines and study guides.	7-8	9-12
l. Determine the strengths of general and specialized encyclopedias in order to use them appropriately.	7-8	9-12
m. Utilize the encyclopedia index, charts, tables, illustrations, cross-references, and bibliographies for extension of their research.	7-8	9-12
n. Update information, using almanacs, the vertical file, magazine and newspaper indexes, and yearbooks.	7-8	9-12
o. Use a periodical index as a source of information.	7-8	9-12
p. Use periodicals for contemporary opinions and current editorial comments on a given subject, person, or event.	7-8	9-12
q. Compare, contrast, and use information from various periodicals for contemporary opinions and current editorial comments on a given subject, person, or event.	7-8	9-12
r. Use microreproductions, such as microfilm and microfiche, as sources of periodical information.	7-8	9-12
s. Use on-line access to data bases of periodical indexes when available.	7-8	9-12
t. Recognize bias, propaganda techniques, and sensationalism in periodicals.	9	10-12

Students will:	Teach	Reinforce
u. Compare, contrast, and use periodicals as sources of information for current bibliographies.	9	10-12
v. Locate and use government documents, publications, and indexes, recognizing their distinguishing characteristics and information value.	11	12

5. Biographical Sources

Objective 1: Students will develop the ability to understand and respect people of different race; sex; ability; cultural heritage; national origin; religion; and political, economic, and social background, and their values, beliefs, and attitudes (R.A.P. Goal 6).

Objective 2: Students will develop care, concern for, and an appreciation of the uniqueness and talent of others.

Students will:	Teach	Reinforce
a. Recognize the variety and purposes of general biographical sources.	7-8	9-12
b. Recognize the variety and purposes of specific biographical sources, indexes, dictionaries, specialized periodicals, and nonfiction collections.	7-8	9-12
c. Locate and extend information and knowledge related to a person's field, nationality, era, and accomplishments.	7-8	9-12
d. Identify strengths and limitations of various biographical sources.	7-8	9-12
e. Locate and expand knowledge of the contributions of various individuals to the growth and development of the United States and other countries.	7-8	9-12
f. Use computer systems, where available, to access relevant data bases.	7-8	9-12
g. Locate and use specialized encyclopedias, dictionaries, biographical materials, and yearbooks.	7-8	9-12
h. Compare information for agreement, differences, scope, emphasis, and point of view.	9	10-12

6. Chronological and Historical Sources

Objective 1: Students will acquire knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of civilization and develop the skills to express personal artistic talents (R.A.P. Goal 3).

Objective 2: Students will acquire knowledge about political, economic, and social institutions and procedures in this country and other countries (R.A.P. Goal 4).

Students will:	Teach	Reinforce
a. Use time lines, charts, graphs, and tables to highlight the interrelationship of people, historical events, and cultural developments.	7-8	9-12
b. Read and interpret a comparative time line, noting changes in time periods and locations.	7-8	9-12
c. Use contemporary newspapers, periodicals, autobiographical recollections, historical records, poetry, and song to reconstruct a time period.	7-8	9-12
d. Develop and use chronologies to highlight significant economic, social, and political events and people.	7-8	9-12
e. Use statistical data to develop chart and graph skills.	7-8	9-12
f. Recognize, verify, and analyze cause-and-effect relationships.	7-8	9-12
g. Compare and contrast sources which view and interpret events, situations, and conflicts from various ethnic perspectives.	7-8	9-12
h. Locate and use historical source materials.	7-8	9-12
i. Compare information about a topic from two or more sources to recognize agreement or contradiction.	7-8	9-12
j. Find documentation for changes in trends studied in a given discipline or topic of interest.	7-8	9-12
k. Extend understandings of a period through location and use of primary source materials.	7-8	9-12
l. Locate and use specialized encyclopedias, dictionaries, biographical materials, and yearbooks.	7-8	9-12
m. Use computer systems, where available, to access relevant data bases related to chronology and history.	7-8	9-12

7. Geographic Sources

Objective: Students will develop an understanding of...the interdependence of political, economic, social, cultural, and environmental systems (R.A.P. Goal 4.2).

Students will:	Teach	Reinforce
a. Use maps, gazetteers, atlases, geographical dictionaries, and globes, noting their similarities, differences, and special features.	7-8	9-12
b. Use key words for locating specific information.	7-8	9-12
c. Determine if materials are current and appropriate, according to copyright date.	7-8	9-12
d. Compare and contrast specialized maps.	7-8	9-12
e. Use historical atlases to locate past events and periods of history.	7-8	9-12
f. Locate and use specialized encyclopedias, dictionaries, biographical materials, and yearbooks.	7-8	9-12
g. Use computer systems, where available, to access data bases relevant to geography.	7-8	9-12
h. Analyze the effect of geography and environment on the development of cultures.	9	10-12

8. Mathematical, Scientific, and Technological Sources

Objective 1: Students will acquire knowledge of the ecological consequences of choices in the use of the environment and natural resources (R.A.P. Goal 7).

Objective 2: Students will learn methods of inquiry and knowledge gained through...the disciplines of mathematics, natural sciences, and technology and use the methods of inquiry and knowledge in interdisciplinary applications (R.A.P. Goals 2.3, 2.4).

Students will:	Teach	Reinforce
a. Use computers and other technology as applied to particular subjects, e.g., for learning to solve problems.	7-8	9-12
b. Locate and use specialized encyclopedias, dictionaries, biographical materials, and yearbooks.	7-8	9-12
c. Use tables, charts, graphs, formulas, indexes, and statistical references for quantitative information.	7-8	9-12

Students will:	Teach	Reinforce
d. Locate and use materials related to mathematics, pure and applied science, and technology. These resources include, but are not limited to, the fields of: astronomy, biology, chemistry, geology, physical technology, medicine, physics, biotechnology, communications	7-8	9-12
e. Use key words for locating specific information.	7-8	9-12
f. Determine if materials are current and appropriate, according to copyright date.	7-8	9-12
g. Determine the authenticity and reliability of resources.	7-8	9-12
h. Use statistical data to develop chart and graph skills.	7-8	9-12
i. Compile and analyze resource data.	7-8	9-12
j. Compare information about a topic from two or more sources to recognize agreement or contradiction.	7-8	9-12
k. Use computer systems, where available, to access relevant data bases related to mathematics, science, and technology.	7-8	9-12

9. Social Sciences Sources

Objective 1: Students will respect and practice basic civic values and acquire the skills, knowledge, understanding, and attitudes necessary to participate in democratic self-government (R.A.P. Goal 5).

Objective 2: Students will learn methods of inquiry and knowledge gained through the...social science discipline and use the methods of inquiry and knowledge in interdisciplinary applications (R.A.P. Goal 2.2).

Objective 3: Students will...apply reasoning skills and the process of democratic government to resolve societal problems and disputes (R.A.P. Goal 5.3).

Students will:	Teach	Reinforce
a. Locate and use specialized encyclopedias, dictionaries, biographical materials, and yearbooks.	7-8	9-12
b. Use tables, charts, graphs, formulas, indexes, and statistical references for quantitative information.	7-8	9-12

Students will:	Teach	Reinforce
c. Locate and use material related to the social sciences. Areas within the field of social science include, but are not limited to: economics, education, human ecology, law, philosophy, political science, psychology, religion, sociology	7-8	9-12
d. Use key words for locating specific information.	7-8	9-12
e. Determine if materials are current and appropriate, according to copyright date.	7-8	9-12
f. Compare information about a topic from two or more sources to recognize agreement or contradiction.	7-8	9-12
g. Find documentation for changes in a given discipline or topic of interest.	7-8	9-12
h. Use computer systems, where available, to access relevant data bases related to the social sciences.	7-8	9-12
i. Organize, interpret, and analyze data in various formats.	9	10-12
j. Separate fact from opinion and propaganda.	9	10-12

10. Health, Physical Education, Safety, and Health-related Sources

Objective 1: Students will learn knowledge, skills, and attitudes which build toward the concept of self-esteem (R.A.P. Goal 9.1).

Objective 2: Students will learn knowledge, skills, and attitudes which enable development of the ability to maintain physical, mental, and emotional health (R.A.P. Goal 9.2).

Objective 3: Students will learn knowledge, skills, and attitudes which enable development and understanding of the ill effects of alcohol, tobacco, and other drugs (R.A.P. Goal 9.3).

Students will:	Teach	Reinforce
a. Locate and use specialized encyclopedias, dictionaries, biographical materials, and yearbooks.	7-8	9-12
b. Use computerized systems, where available, to access relevant data bases.	7-8	9-12

Students will:	Teach	Reinforce
c. Locate and use print and nonprint materials related to health, physical education, and safety.	7-8	9-12
d. Use materials related to health to gain information on the maintenance of health, participation in sports, and other leisure-time activities.	7-8	9-12
e. Become aware of community resources available through health and safety-related agencies.	7-8	9-12

11. Literary Sources

Objective: Students will acquire knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of civilization (R.A.P. Goal 3).

Students will:	Teach	Reinforce
a. Find information relating to an author's life and how it influenced his/her work.	7-8	9-12
b. Locate, read, and recognize the unique characteristics of the various literary genres:	7-8	9-12
autobiography biography debates drama essay fable folklore historical fiction legend myth novel personal narrative poem short story		
c. Locate and use specialized encyclopedias, dictionaries, biographical materials, and yearbooks.	7-8	9-12
d. Use computer systems, where available, to access data bases related to literature.	7-8	9-12
e. Locate and use literary handbooks for an overview of genres and periods.	9	10-12
f. Locate specific authors and titles in indexes pertaining to quotations, poetry, fiction, short stories, and plays.	9	10-12
g. Locate sources of literary criticism and reviews contained in handbooks or digests, collections of essays, indexes, periodical reviews, and biographical materials.	9	10-12

12. *The Arts and Humanities Sources*

Objective 1: Students will develop knowledge and appreciation of the arts and humanities and of the importance of art in human life (R.A.P. Goal 3.1).

Objective 2: Students will acquire the ability to use cultural resources of museums, libraries, theaters, historic sites, and performing arts groups (R.A.P. Goal 3.3).

Objective 3: Students will learn to use materials, media, and history of major art forms (R.A.P. Goal 3.5).

Students will:	**Teach**	**Reinforce**
a. Understand the diversity of cultural heritages.	7-8	9-12
b. Locate and use materials relating to the performing arts and humanities.	7-8	9-12
c. Use print materials, art prints, study prints, photographs, posters.	7-8	9-12
d. Find information about ways in which artists of various times and places have used the elements and principles of art.	7-8	9-12
e. Use computer systems, where available, to access data bases relevant to the arts and humanities.	7-8	9-12
f. Compare and contrast sources which view and interpret events, situations, and conflict from various ethnic perspectives.	9	10-12

13. *Home and Career Sources*

Objective: Students will develop general career skills, attitudes, and work habits and make a self-assessment of career prospects (R.A.P. Goal 8).

Students will:	**Teach**	**Reinforce**
a. Use books, pamphlets, computers, and nonprint materials on the occupational world.	7-8	9-12
b. Compare and contrast the variety of career possibilities, using computer, print, and nonprint resources.	7-8	9-12
c. Differentiate between fact and opinion.	7-8	9-12
d. Use the library media center and community resources to acquire consumer information.	7-8	9-12
e. Expand knowledge of various careers to identify career interests.	7-8	9-12

Students will:	Teach	Reinforce
f. Locate and use specialized encyclopedias, dictionaries, biographical materials, and yearbooks related to home and career.	7-8	9-12
g. Identify postsecondary institutions meeting the criteria for the continuation of education.	11	12

14. Second Language Sources

Objective 1: Students will develop the ability to understand and respect people of different race; sex; ability; cultural heritage; national origin; religion; and political, economic, and social background, and their values, beliefs, and attitudes (R.A.P. Goal 6).

Objective 2: Students will develop an appreciation of the richness offered by cultural diversity (R.A.P. Goal 3.6).

Objective 3: Students will speak, listen to, read, and write at least one language other than English (R.A.P. Goal 1.6).

Objective 4: Students will learn methods of inquiry and knowledge in language and literature in at least one language other than English (R.A.P. Goal 2.5).

Students will:	Teach	Reinforce
a. Locate and use specialized materials in a language other than English in the library media center or through interlibrary loan.	7-8	9-12
b. Locate and use materials relating to culture, heritage, history, foods, etc., of people whose language the students are studying. Use materials in English and in a second language.	7-8	9-12
c. Participate in interdisciplinary activities related to various cultures and languages through the library media center, and through classes in second languages, home and career skills, and other subjects.	7-8	9-12
d. Use computer systems, where available, to access relevant data bases.	7-8	9-12

II.
READING GUIDANCE AND LITERATURE APPRECIATION

Library media center programs should be designed to "develop a commitment to lifetime learning" (Regents Action Plan). Library media center programs need to encourage literature appreciation. Reading guidance, perhaps the most individualized area of the scope and sequence, is often informal and spontaneous. It is, nevertheless, important to view it as an integral part of the total scope and sequence framework. This area encompasses the directed browsing, publicity, book talks, bibliography-making, individual "floorwork," and creative and oral book-sharing aspects of the library media program with appropriate follow-up. The skills identified in this section should be taught in the elementary grades and reinforced in the secondary grades. Although this publication addresses library media and information skills at the secondary level, it is important to develop an understanding of the total school library media program and recognize that certain skills must be taught at the elementary level.

Objective: Students will utilize the resources and staff of the library media center for their own personal needs, growth, and interests.

	Students will:	Teach	Reinforce
A. Reading Guidance			
	1. Find enjoyment and stimulation in a creative and constructive use of leisure time in the library media center.	K-6	7-12
	2. Select fiction and nonfiction materials which they find stimulating and interesting for personal and classroom use.	K-6	7-12
	3. Develop personal interests and form lifetime reading habits.	K-6	7-12
	4. Learn to discriminate in the choice of reading materials.	K-6	7-12
	5. Read critically, noting images, allusions, emotional tones, biases, and prejudices.	K-6	7-12

B. Literature Appreciation	Students will:	Teach	Reinforce
	1. Recognize that reading experiences relate to their own lives, beliefs, attitudes, commitments, cultures, and values.	K-6	7-12
	2. Recognize that reading experiences relate to others' lives, beliefs, attitudes, commitments, cultures, and values.	K-6	7-12
	3. Share reading experiences through literature discussion groups, storytelling, using Junior Great Books or similar materials, in a classroom or library setting.	K-6	7-12

III.
UTILIZATION OF COMPUTER AND NONPRINT RESOURCES

Resources in nonprint format are an integral component of the library media program. Previous sections of this syllabus refer to materials in print and nonprint as applied to the various disciplines. This area will concentrate on skills particular to communicating with computers and media.

Objective: Students will locate, select, interpret, and use appropriate information in all formats available — print and nonprint including computer software — and learn to use the corresponding equipment.

A. Computer Utilization

The library media center should have computers which would be at the disposal of students during the entire school day, providing an opportunity for students to practice and strengthen skills taught in computer and other courses. As students come to the library media center to use books, periodicals, filmstrips, slides, videos, and other materials to augment class assignments, they should also have computers available. These computers should not be limited to literacy skills; software should be available, cataloged, and processed in the library media center in all subject disciplines to help in the development of skills and knowledge in these subject areas. Appropriate adaptations such as joy sticks or expanded keyboards should be provided to ensure that all students, including those with handicapping conditions, have access to the computers located in the library media center.

Objective 1: Students will develop an awareness of the multidisciplinary uses of computers.

Objective 2: Students will use computers independently to reinforce skills, expand knowledge, and complete course work.

Students will:	Teach	Reinforce
1. Realize knowledge and technology are constantly changing and they must be equipped to process this knowledge with ever-changing technology to support lifelong learning.	7-8	9-12
2. Learn to use computers as a tool.	7-8	9-12
3. Learn to apply general application software such as word processing, file management systems, and spreadsheets to everyday life.	7-8	9-12

Students will:	Teach	Reinforce
4. Use general applications in an interdisciplinary manner.	7-8	9-12
5. Learn ways to determine when a computer is the most efficient method to use.	7-8	9-12
6. Learn to use computers, where available, for specialized functions such as gaining information about careers, assisting in postsecondary school selection, and using computers for Computer Assisted Instruction and for searching computerized catalogs.	7-8	9-12
7. Acquire and use information stored in print and electronic form.	7-8	9-12
8. Use computer systems, where available, for retrieval of information.	7-8	9-12
9. Be aware of the impact computerized technology has had, and will continue to have, on the organization and use of libraries through:	7-8	9-12
a. Information storage and retrieval.		
b. Management (circulation, inventory, cataloging).		
c. Interlibrary loan.		

B. Nonprint Use and Production

The process of communication with nonprint media lends itself to interdisciplinary applications and various learning styles. Subject areas requiring a major project are particularly suited to multimedia production.

Objective: Students will develop listening and viewing skills in the use of nonprint resources and will participate in the production of a variety of media.

Students will:	Teach	Reinforce
1. Recognize that information is available in a variety of formats.	7-8	9-12
2. Learn to operate and care for equipment properly.	7-8	9-12
3. Recognize when production of multimedia is appropriate to convey information.	7-8	9-12
4. Compare and contrast various media and determine the most appropriate.	7-8	9-12

Students will:	Teach	Reinforce
5. Record, preserve, and present audiovisual information gathered for a class assignment or a personal interest topic.	7-8	9-12
6. Express ideas and create media projects to include, but not be limited to: audiotapes videocassettes sound-slide shows computer programs still photography filmstrips slides transparencies dioramas maps	7-8	9-12
7. Combine media formats to present creative ideas.	7-8	9-12
8. Use various formats and equipment to obtain information (example: microform readers, video recorders, etc.).	7-8	9-12
9. Critically analyze and discuss programs or materials viewed or heard.	7-8	9-12
10. Use media skills for production (example: videotaping, computer programming, slide making).	9	10-12
11. Demonstrate the use of media to record primary as well as secondary sources of data.	9	10-12

Appendix A
STATEMENT OF REGENTS GOALS FOR ELEMENTARY AND SECONDARY SCHOOL STUDENTS – 1984

The Regents Statement of Goals for students includes skills and characteristics which each student should acquire through education. Responsibility for education is shared by the family, schools, and other organizations in each community. The Regents goals can be realized only through a concerted effort by all of these. The Action Plan to Improve Elementary and Secondary Education Results in New York focuses on the actions *schools* can and must take to help students meet these goals.

Our Action Plan is directed toward what children in New York should be, should know, and should be able to do. Our expectations and standards set for them reflect an anticipation of the knowledge, skill, and capacity they must have to meet ever more rigorous challenges for employment and economic competition; for carrying their obligations in the governance of our democratic republic; for meeting their responsibilities to family, self, and community; and for the perpetuation of culture and civilization in New York.

The goals, expectations, and aspirations to be realized through the schools are the same for all. However, all children are not the same. They have different talents and abilities, interests and emotions, strengths and weaknesses. For each individual we desire an educational system that will both stimulate and urge the full development of potential. We must, therefore, provide considerable choice and flexibility for each student together with basic requirements. We want each child to develop self-confidence and a belief in the success in learning. We want to develop a capacity for continued self-learning. We want each to develop self-discipline and a sense of decency and responsibility.

In order to put those objectives for self-development in the perspective of what is necessary for the individual to contribute to and succeed in society, we have the more general standards and credentials for all. These provide the societal guideposts and an indication of what each child and that child's own school need in preparation for taking part in a broader community.

The specific statements of goals that follow are all in terms of our expectations for students. They start with a priority on language – the capacity to communicate which underpins all the rest of learning. These statements of goals are, in turn, translated in this Plan to courses, subjects, disciplines, and methods of inquiry for examining the world. Taken together the goals represent our judgments or choices for the meaning of a total elementary and secondary education.

1. Each student will master communication and computation skills as a foundation to:

   1.1 Think logically and creatively.

   1.2 Apply reasoning skills to issues and problems.

   1.3 Comprehend written, spoken, and visual presentations in various media.

   1.4 Speak, listen to, read, and write clearly and effectively in English.

   1.5 Perform basic mathematical calculations.

   1.6 Speak, listen to, read, and write at least one language other than English.

   1.7 Use current and developing technologies for academic and occupational pursuits.

   1.8 Determine what information is needed for particular purposes and be able to acquire, organize, and use that information for those purposes.

2. Each student will learn methods of inquiry and knowledge gained through the following disciplines and use the methods and knowledge in interdisciplinary applications:

   2.1 English language and literature.

   2.2 History and social science.

   2.3 Mathematics.

   2.4 Natural sciences and technology.

   2.5 Language and literature in at least one language other than English.

3. Each student will acquire knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of civilization and develop the skills to express personal artistic talents. Areas include:

   3.1 Ways to develop knowledge and appreciation of the arts.

   3.2 Aesthetic judgments and the ability to apply them to works of art.

   3.3 Ability to use cultural resources of museums, libraries, theaters, historic sites, and performing arts groups.

   3.4 Ability to produce or perform works in at least one major art form.

   3.5 Materials, media, and history of major art forms.

   3.6 Understanding of the diversity of cultural heritages.

4. Each student will acquire knowledge about political, economic, and social institutions and procedures in this country and other countries. Included are:

   4.1 Knowledge of American political, economic, and social processes and policies at national, state, and local levels.

   4.2 Knowledge of political, economic, and social institutions and procedures in various nations; ability to compare the operation of such institutions; and understanding of the international interdependence of political, economic, social, cultural, and environmental systems.

5. Each student will respect and practice basic civic values and acquire the skills, knowledge, understanding, and attitudes necessary to participate in democratic self-government. Included are:

   5.1 Understanding and acceptance of the values of justice, honesty, self-discipline, due process, equality, and majority rule with respect for minority rights.

   5.2 Respect for self, others, and property as integral to a self-governing, democratic society.

   5.3 Ability to apply reasoning skills and the process of democratic government to resolve societal problems and disputes.

6. Each student will develop the ability to understand and respect people of different race; sex; ability; cultural heritage; national origin; religion; and political, economic, and social background, and their values, beliefs, and attitudes.

7. Each student will acquire knowledge of the ecological consequences of choices in the use of the environment and natural resources.

8. Each student will develop general career skills, attitudes, and work habits and make a self-assessment of career prospects. Students not directly pursuing postsecondary education will acquire entry-level employment skills.

9. Each student will learn knowledge, skills, and attitudes which enable development of:

   9.1 Self-esteem.

   9.2 The ability to maintain physical, mental, and emotional health.

   9.3 Understanding of the ill effects of alcohol, tobacco, and other drugs.

10. Each student will develop a commitment to lifetime learning with the capacity for undertaking new studies, synthesizing new knowledge and experience with the known, and refining the ability to judge.

Appendix B
THE SCHOOL LIBRARY MEDIA CENTER

Taken from *The Secondary School Curriculum: A Handbook for Administrators*. Albany, New York: New York State Education Department, Bureau of Curriculum Development, 1983.

The library media center in the secondary school responds to the requirements of the educational program of the school it serves. As curricula increasingly stress individualization, inquiry, and independent learning for students, there is an increasing responsibility for the school library media center to provide appropriate instructional resources and to develop the skills for their use.

Objectives

In order to support the work of the classroom, the school library media center seeks to:

- Acquire, store, produce, and retrieve resources in a variety of formats and to make them easily and quickly available.
- Guide students to locate materials readily; to read, view, and listen with discrimination; to identify ideas and concepts; to analyze and synthesize; and to establish a lifelong habit of inquiry.
- Create an environment to which students and teachers will naturally turn to meet curricular requirements as well as to satisfy personal interests.
- Provide teachers with a full program of services which support their instructional requirements, assist in curriculum development, provide in-service work in the use of new materials, and make available a variety of professional materials.

The Collection

The collection of the secondary school library media center should provide for the full range of abilities of the student body. The collection must contain sufficient resources to meet the most important and most frequent needs of its clientele. Coordination and cooperation with other libraries provide access to materials an individual library media center does not own.

The requirements of the curriculum of the school determine the qualitative and quantitative "balance" of the collection. Some subject areas will need in-depth coverage while a selection of general resources will suffice for others. Materials are also acquired to stimulate and encourage the recreational and developmental interests of students. Knowledgeable selection of these materials requires an understanding of the total community, its cultural and economic patterns, its aspirational levels, and familiarity with the curriculum.

The collection of the library media center is varied in format. In addition to the traditional hardcover books, the following materials are included in the collection: paperback books, periodicals, newspapers, pamphlets, clippings, documents, reproductions, charts, posters, computer software, filmstrips, tape and disc recordings, slides, microforms, transparencies, videotapes, resource files of people and places, maps, globes, kits, art objects, models, replicas, and other realia. As technological improvements occur, library media centers acquire and provide the appropriate resources necessary to support the instructional activity in the classroom.

There is continuous evaluation of the collection and curriculum needs as a basis for selection and maintenance of appropriate materials, for the removal of materials no longer appropriate, and for the replacement of lost and worn materials of educational value. The equipment needed to use nonprint materials is available in the classroom and the library media center. Computers and other products of emerging technologies are located in the center for ease of access and basic use training.

THE SCHOOL LIBRARY MEDIA CENTER

With the great variety of resources available, it is important that the school adopt a written policy for the selection of library media materials. This ensures that, with due consideration for budgetary requirements, the collection will continue to meet the needs of the school. Selection of materials is the responsibility of the professional personnel who are familiar with the curriculum, teaching methods, and the ability levels of users.

The Services

In addition to the activities specifically designed to develop the skills of students, the library media center:

- Provides for the circulation of all library media resources.
- Assembles special collections for a specific learning activity or for a particular group of students (remedial, enrichment, special interest). The resources may be solely from the school collection or may be combined with materials from other agencies such as public or college libraries, museums, or private concerns.
- Develops and distributes annotated, thematic, multimedia bibliographies.
- Produces, or assists students and teachers in producing, materials which supplement those available commercially.
- Provides resource personnel for bibliographic instruction or book talks in the classroom when requested.
- Sponsors exhibits and demonstrations for teachers and students.
- Keeps teachers advised of student progress and problems.
- Provides guidance to teachers and administrators on the evaluation and selection of instructional resources, including those related to computers and other products of emerging technologies.
- Extends access to resources as needed by students, teachers, and administrators through active participation in interlibrary loan and other resource-sharing agreements with libraries and other agencies.

The Teacher Program

Instruction in the use of the library media center and its resources is an integral part of the curriculum. Much of the teaching will be done on an individual basis as the student requires a particular skill. However, certain broad areas should be planned and taught cooperatively by teachers and library media specialists who have the ability to acquire information efficiently, thus providing a basic core of experiences to all students. Presented in the middle or junior high school, reinforced and expanded in the senior high school, this core would include:

- Orientation to the library media center: its organization, resources, services, and administration.
- Use of proper search strategies, including familiarity with appropriate guides to the various disciplines and the ability to locate a variety of media, interpret information, and compare and evaluate several sources.
- Reading, viewing, and listening skills: the ability to distinguish fact from opinion or propaganda, to appreciate style and artistic integrity, to skim effectively, and to extract the desired information in the form of notes or, perhaps, a graphic representation.
- Independent study skills: the ability to locate materials easily, to handle equipment competently, to produce or reproduce materials, to use bibliographic form, and to organize the various components of a research activity, including time.

- Course-related bibliographic instruction paralleling student progress in the discipline.
- Instruction in using more sophisticated libraries, computerized catalogs, and other classification systems.

The grade placement, the size of the group to be taught, who does the teaching, and time allocation for specific portions of this program depend upon local program needs. It is necessary to know how effective the elementary school library program is, whether administrative policy encourages student use of the library media center, and to what degree the curriculum is based on individualization and independent inquiry.

Teachers and school library media specialists should develop a sequential plan for instruction that is designed to fit the local educational program.

Implementation

Certain factors are essential to the development of a sound school library media program:

- The active support and leadership of the superintendent and principal.
- The cooperation of an enthusiastic faculty.
- The specialized knowledge and experience of a qualified school library media staff.
- The provision of a budget adequate for necessary resources and equipment, and a facility which adequately meets program needs.

Recommended quantitative standards for the school library media center are available from the Bureau of School Library Media Programs.

Appendix C
IMPLICATIONS OF THE REGENTS ACTION PLAN FOR LIBRARY MEDIA PROGRAMS

Division of General Education
Bureau of School Library Media Programs
(518) 474-2468

June 1985

TO: Administrators, School Library Media Specialists/Teachers of Library, and Other Interested Persons

SUBJECT: Implications for School Library Media Programs of the Regents Action Plan and the Library and Information Skills Requirements in Grades 7 and 8 in the New Part 100 of the Commissioner's Regulations

In response to the many inquiries about the Action Plan and the New Part 100 of the Commissioner's Regulations, the Bureau of School Library Media Programs has compiled the attached summary and suggestions for implementation.

Robert E. Barron, Chief
Bureau of School Library
Media Programs

Approved:

Charles J. Trupia, Director
Division of General Education

The New Part 100 of the Commissioner's Regulations replaces Parts 100 and 103 of the Commissioner's Regulations effective September 1, 1985, and defines the Elementary and Secondary Education Program to be provided for students. Requirements for school libraries are found also in Commissioner's Regulations 91.1 and for the employment of a school library media specialist in 91.2. These two sections have been in effect since February 18, 1974, and still remain in effect.

I. Part 100 Requirements

100.4 Program requirements for students in grades 7 and 8.

(b) Course requirements in grades 7 and 8.

(1) Students completing grade 8 by June 1986 shall receive instruction in English, social studies, science, mathematics, physical education, health education, visual arts, music, and practical arts.

(2) Except as otherwise provided herein, students completing grade 8 in June 1987 or thereafter shall have completed, by the end of grade 8, the following required instruction or its equivalent.

(i) English, 2 units of study;
(A unit of study means at least 180 minutes of instruction per week throughout the school year, or the equivalent.)

(ii) Social studies, 2 units of study;

(iii) Science, 2 units of study;

(iv) Mathematics, 2 units of study;

(v) For students completing grade 8 in June 1988 or thereafter, technology education, 1 unit of study;

(vi) For students completing grade 8 in June 1988 or thereafter, home and career skills, 3/4 of a unit of study;

(vii) Physical education, as required by section 135.4 (c)(2)(ii) of this Chapter;

(viii) Health education, 1/2 unit of study, as required by section 135.3(c) of this Chapter;

(ix) Art, 1/2 unit of study;

(x) Music, 1/2 unit of study, and

(xi) For students completing grade 8 in June 1988 or thereafter, library and information skills, the equivalent of one period per week in grades 7 and 8. (These are the students beginning seventh grade in September 1986.)

(3) The requirements for technology education, home and career skills, and library and information skills may be met by the integration of the learning outcomes of such subjects into other courses in accordance with the following criteria:

(i) In public schools, the unit of study requirements specified in paragraph (2)(v), (vi) and/or (xi) of this subdivision are met;

(ii) In public schools, the subjects of technology education and home and career skills shall be taught by persons certified to teach those subjects;

(iii) In public schools, library and information skills shall be taught by library media specialists and classroom teachers to ensure coordination and integration of library instruction with classroom instruction; and

(iv) In nonpublic schools, the unit of study requirements specified in paragraph (2)(v), (vi) and/or (xi) of this subdivision may be met, or their equivalents may be met by the incorporation of the learning outcomes of such subjects into the syllabi for other courses and/or by appropriate results on examinations which demonstrate student mastery of the learning outcomes of such subjects. ("Syllabus" means a document stating the expected learning outcomes, including the goals, objectives, concepts, skills, and understandings in a given subject.) The chief administrative officer of a nonpublic school shall document the manner in which such nonpublic school has implemented the provisions of this subparagraph. Such documentation shall be in writing and available for review upon request by the Commissioner.

II. Implementing the Regulations

The requirement that, effective September 1986, students in grades 7 and 8 are to be provided instruction in library and information skills the equivalent of one period per week is the most discussed library implication of the Plan. There are also other areas of impact on libraries to be considered.

Library and information skills are rarely learned when taught in isolation from a purpose, either classroom-related or personal. The regulations in Part 100.4 emphasize the coordination and integration of library and information skills with classroom instruction, and the dual teaching responsibilities of the library media specialist and classroom teacher. Many teachers and library media specialists already coordinate their activities; however, the new requirement creates some new considerations. Among the considerations are 1) overall planned coordination and integration, 2) identification of the desired learning outcomes and the means for achievement, 3) recognition of appropriate activities to fulfill the equivalency requirement and how this responsibility can be met by teachers and librarians.

Library media specialists, classroom teachers, and administrators should cooperatively plan for implementation to meet the intent of the requirement and its

time equivalency. A committee representative of the three groups above should be established to review the requirement and its local implementation. The committee should consider all aspects of implementation and develop an overall plan that will provide student learning and be feasible for classroom and library programs.

The identification of learning outcomes can be assisted through several sources. A framework or scope and sequence of skills should be developed. *The Elementary Library Media Skills Curriculum: Grades K-6,* available from the Bureau of School Library Media Programs, provides a suggested academic framework with reading levels on which to build. Four general categories with subdivisions of skills are used: 1) skills of location and use; 2) skills of inquiry and investigation; 3) literary understanding and appreciation; 4) reading guidance. Skills are stated in the form of learner outcomes. The Bureau plans to develop a scope and sequence for grades 7-12 generally based on the broad K-6 categories for distribution by 1986. Local textbooks, curricula, and state syllabi are other sources that should be examined for needed skills and possible learning activities. Identification of information skills in every subject area and the recognition that the same skills may have a different purpose and technique for use in different subjects are necessary.

The means for achieving learning can take many forms, for example, direct teaching, student projects or research, preparation of a videotape, an oral or written report, independent investigation or reading, or a field trip, to name a few. The scope of library and information skills and possible activities to use are broad. Once the learner outcomes are identified, a multitude of options for library and information skills activities in every subject and program area and with all levels of students can be identified.

There are 11 areas of study that are required. When you have determined the library skills that you want your students to master in grades 7 and 8, then see how these skills can be incorporated at some point into each of the 11 areas of study required for all students. If you develop a coordinated approach that involves the library for four days with each of the 11 required subjects, you will have more than fulfilled the requirement of the equivalent of one period of library and information skills per week based on a 40-week school year.

The time equivalency can be met in various ways. The coordinated planning should identify the respective roles of the library media specialist and classroom teacher and the possible location of the activity. In some cases, the teacher may initiate an activity in the library or classroom, followed by class, small group, or individual visits to the library where the library media specialist will provide further instruction on specialized resources for the purpose, or may only assist the students as they work. In other instances, the reverse procedure may occur. The library media specialist also may conduct an activity in the classroom, for example, a book talk to encourage reading or to introduce research sources, or a discussion on censorship or another topic, prior to student use of the library. Consideration will need to be given to the size of the library facility and staff when planning. The library and its staff must serve the entire school population, not just those members involved in the grades 7-8 requirement. The library program must remain flexible to provide a multitude of services.

Determination of a schedule or procedure for recording the time equivalency has options. When a student or class has a library and information skills activity several times in one week due to one or more purposes, the equivalency for several weeks is met. A technique for determining when the library activities are best coordinated and integrated with the classroom is needed. One possible approach would be for the library media specialist and all teachers, or perhaps representatives, to meet approximately every ten weeks and plan the activities, schedule, etc., in relation to upcoming units. The overlap and reinforcement of skills among various subjects could be noted, and an agreed-upon schedule for library, classroom, or other activity could be reached. Specific coordinated planning for the activity would occur prior to the scheduled time. A procedure whereby the English or social studies classes and teachers are the sole vehicle for meeting the requirement is not recommended or consistent with the regulation. Nor is the procedure to just schedule classes into the library on a weekly basis for isolated instruction in library skills consistent with the regulation. The requirement is met by the individual child's use of the library whether it be for personal use or for an individual class assignment. Another way the requirement could be met is through an organized trip to another library to use its resources and learn how it is organized.

The grades 7 and 8 requirement will require greater understanding and cooperation among members of the school staff than ever before if the intent of the requirement and regulation is to be achieved.

As you develop the library skills scope and sequence, you must also identify the learning outcomes. It is strongly recommended that the scope and sequence for seventh and eighth graders be built upon that supplied for K-6 in *The Elementary Library Media Skills Curriculum: Grades K-6* and that close coordination be made with your elementary librarians to know what skills they have taught and what skills you need to reinforce, as well as the new skills to be introduced. Consultation and planning are also needed with the high school librarians to be sure that you have included the skills which they expect junior high school pupils to be familiar with when they reach high school.

Consistent with any planning is the need to develop procedures for: periodic review of appropriateness of the defined learning outcomes; addition or deletion of suggested activities and their location; examination of whether each student has sufficient learning options and contact time at his or her level; and adequacy of the ongoing teacher-library media specialist planning coordination time. New course requirements, textbooks, and local curricula will influence review and future planning.

There are few areas of the Action Plan and Part 100 that do not have some impact on the library program. Some of the statements from the Action Plan that have implications for school library media programs are:

> "the demand on each person to understand and use more complex knowledge"
>
> "preparing for long-term objectives and living with potential split-second decisions"

"for education to provide for the sheer joy of discovery and learning"

"the nature of care or concern for the uniqueness and talent of other people"

"the stimulation of community purpose and spirit"

"the demand for strengthening connections among people of many backgrounds within the State and with people all over the world"

"the importance of relating new knowledge, discovery and invention, and the development of skills to the economic potential of our society"

"the development of each person's sense of confidence, self-esteem, and stake in the meaning of life, liberty, and the pursuit of happiness"

"priority attention ...to basic skills, essential academic subjects, and the subgoals of thinking logically and creatively, learning to respect and accept civic values, and development of self-esteem"

"The 'interdisciplinary projects' proposed in the Action Plan for all students in grades 3-12 will provide opportunities to integrate knowledge and skills from different subjects. These projects will be directed toward subgoals such as 'acquiring and using information stored in print and electronic form,' and 'development of a sense of self-esteem,' and 'development of work skills and habits.' "

"Concentrate the early school years on developing the child's capacity in English — speaking, listening, reading, and writing."

"Incorporate instruction in the use of computers and other technology as applied to particular subjects rather than stand-alone courses, e.g., word processing for learning to write; computers for learning to solve problems."

"Change in teaching approach and techniques, particularly at the secondary school level. There is little cross contact or 'interdisciplinary' activity among the subjects taught. Each subject is generally taught as a self-contained unit. There is insufficient connection with respect to the relationship of standards for certain skills such as reading or speaking, as they are needed for subjects such as social studies. A goal such as the ability to understand, respect, and accept people of diverse backgrounds should be a part of all curriculum areas. Subgoals, such as problem solving or creative thinking, should be part of almost all subjects. Unless there is a more systematic way to integrate these subgoals into the array of subjects taught, the subgoal objectives will not be met. Special interdisciplinary projects are recommended, therefore, for all students."

From these statements you can see that there are few areas of the Action Plan and Part 100 that do not have some impact on the library program. Course changes require additional resources. Areas such as interdisciplinary projects, use of computers and other technology, the requirement that all revised syllabi "include materials and activities related to generic subgoals, such as ...capacity to search for information and the use of libraries...," and the encouragement of lifelong learning have direct implication for libraries. The library with its multitude of resources and group capability to obtain resources from other sources through the Statewide network of school library systems is a laboratory for teaching and learning. Each of the Action Plan goals and components can be assisted through use of the library if appropriately recognized and planned.

III. Other Questions Asked

Question: Does a middle school need a librarian?

Answer: There are two areas of education recognized by the State Education Department: elementary, which includes grades kindergarten through grade 6, and secondary, which covers grades 7 through 12. The term "middle school" is an arbitrary form of organization. Pupils in grades 7 and 8 are secondary pupils. Commissioner's Regulation 91.2 sets the standards for employment of a certified school library media specialist at the secondary level. Therefore, a middle school requires the employment of a school library media specialist in accordance with the standards.

Question: Who is expected to teach the grades 7-8 library and information skills requirement?

Answer: CR 100.4 (b)(3)(iii) emphasizes the coordination and integration of library and information skills with classroom instruction, and the dual teaching responsibilities of the library media specialist and classroom teacher. Thus, teachers may teach aspects in which their expertise is sufficient and the library media specialists may teach those aspects in which their expertise is greater by virtue of their specialized education in the field. Some aspects may be jointly taught.

Question: How can a school prepare for implementation of the grades 7-8 library and information skills requirement?

Answer: Identification of the desired learning outcomes should be a first step. Library media specialists and classroom teachers should examine existing library media skills documents, e.g., *The Elementary Library Media Skills Curriculum: Grades K-6*, textbooks, and State and local curricula for information and library skills that would be useful at particular times. The Bureau of School Library Media Programs expects to distribute a scope and sequence for local use by early 1986. Library and information skills should be viewed broadly in the areas of skills of location and use, inquiry and investigation, literary understanding and appreciation, and reading guidance. Once the learning outcomes are identified, learning activities can be specified, teachers selected, and locations determined.

Question: How can one period per week equivalency be determined?

Answer: The cooperative library media specialist-classroom teacher relationship should be used to plan when and where activities occur. Some will occur in the classroom, others in the library; others may occur at a public or college library or other outside sites. Individual activities as well as small or large groups are possible. An overall program plan, periodically evaluated, is suggested to assure that both the requirement and the intent of the Regulation are met. Scheduled instruction through a single subject is not recommended due to the limitations on resources and skills appropriate to a subject. As many subjects as possible should be involved for introduction to, and reinforcement of, pertinent information and library skills. It is anticipated that many schools will be able to meet the major part of the requirement through identification of existing library and information skills activities in classroom and library. The difference between current and future practice should be the coordinated and defined learning outcomes, activities, and responsibilities.

IV. Commissioner's Regulations 91.1 and 91.2

Sections 91.1 and 91.2 of the Regulations of the Commissioner of Education are repealed and new Sections 91.1 and 91.2 are added, effective February 18, 1974, to read as follows:

Section 91.1 School Libraries. A school library shall be established and maintained in each school. The library in each elementary and secondary school shall meet the needs of the pupils, and shall provide an adequate complement to the instructional program in the various areas of the curriculum.

(a) For secondary schools in which the average daily attendance is fewer than 200 pupils:

(i) The library of a junior high school shall contain at least 1,000 titles;

(ii) The library of a high school shall contain at least 1,000 titles;

(iii) The library of a junior-senior high school shall contain at least 2,000 titles.

(b) The library of a secondary school in which the average daily attendance is more than 200 but fewer than 500 pupils shall contain at least 3,000 titles.

(c) The library of a secondary school in which the average daily attendance is more than 500 but fewer than 1,000 pupils shall contain at least 5,000 titles.

(d) The library of a secondary school in which the average daily attendance is more than 1,000 pupils shall contain at least 8,000 titles.

Section 91.2 Employment of school library media specialist. Each school district shall employ a certified school library media specialist, unless equivalent ser-

vice is provided by an alternative arrangement approved by the Commissioner, in accordance with the following standards:

(a) In a secondary school with an enrollment of not more than 100 pupils, a certified school library media specialist should devote at least one school period each day to school library work.

(b) In a secondary school with an enrollment of more than 100 but not more than 300 pupils, a certified school library media specialist shall devote at least two school periods each day to school library work.

(c) In a secondary school with an enrollment of more than 300 but not more than 500 pupils, a certified school library media specialist shall devote at least one-half of each school day to school library work.

(d) In a secondary school with an enrollment of more than 500 but not more than 700 pupils, a certified school library media specialist shall devote at least five school periods each day to school library work.

(e) In a secondary school with an enrollment of more than 700 but less than 1,000 pupils, a certified school library media specialist shall devote the entire school day to school library work.

(f) One additional full-time assistant certified school library media specialist shall be employed in each secondary school for each additional 1,000 pupils enrolled in such school.

For further questions or assistance, contact:

Bureau of School Library Media Programs
Room 676, Education Building Annex
State Education Department
Albany, New York 12234
(518) 474-2468

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APPENDIX D
"CURRICULUM INTEGRATION – THE NAME OF THE GAME" *

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Much public attention has been focused on recommendations for changes in elementary and secondary schools. As *A Nation at Risk, Realities* from the American Library Association, and the New York State *Regents Action Plan* clearly state, proposals for educational reform recognize the need for lifelong learning. "In a world of ever-accelerating competition and change in the conditions of the workplace, educational reform should focus on the goal of creating a Learning Society. At the heart of such a society is the commitment to a set of values and to a system of education that affords all members the opportunity to stretch their minds to full capacity, from early childhood through adulthood, learning more as the world itself changes. Formal schooling in youth is the essential foundation for learning throughout one's life. But without lifelong learning, one's skills will become rapidly dated."

Good school library media centers enable students to acquire and use knowledge, to experience and enjoy discovery and learning, to understand themselves and other people, to develop lifelong learning skills, and to function productively in a democratic society. In library media centers, students learn how to locate, organize, and use information that will expand their horizons and raise their self-expectations. Library media specialists are teachers by training and certification and they serve both students, teachers, and administrators.

As students develop library, thinking, and information skills for finding information, they seek more information, compare and evaluate sources and opinions, and develop critical thinking. These skills, which should be part of every school's curriculum, can be learned in an integrated interdisciplinary method in school library media centers taught by library media specialists and classroom teachers.

School library media centers serve as learner-oriented laboratories which support, extend, enrich, and individualize the school's curriculum.

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Access to a library media center for quick fact-finding and sustained work on a project should be among the rights of every child and young person. The student who encounters a library media specialist who is directly involved in teaching has access to a much wider world than that of a single classroom. The library media specialist, at successive grade levels, introduces literature and teaches research study skills. From the library media specialist, a student learns how to access or locate, process or interpret, and evaluate or present information. The library media specialist teaches integrated interdisciplinary classes as part of the instructional program, supplements classroom study with appropriate presentations on research, gives book talks, and instructs in basic computer use. When the school library media specialist is part of the curriculum design, both teachers and students benefit. In every school, therefore, library media specialists should be included as members of curriculum design and review committees.

School library media centers in New York State are in a state of change, as are the schools of this State, not just from the Regents Action Plan but also from technology that changes daily and an emphasis on the teaching role of the library media specialist at all grade levels.

Requirements

The *Regents Action Plan* of 1984 requiring a library media and information skills program to be implemented in 1986-1987 in the seventh grade and 1987-1988 in the eighth grade has produced much concern by administrators, library media specialists, and classroom teachers. Though it is reasonable to have concerns, this requirement should be viewed as an opportunity and as a vehicle for integrating much-needed thinking and processing skills into the curriculum. The requirement has also had some misinterpretation by some school districts. The requirement states:

> ". . . library and information skills, . . . the equivalent of one period per week...shall be taught by library media specialists and classroom teachers to ensure coordination and integration...with classroom instruction."

Important words to note are "equivalent" and "integration." The word equivalent is used to state that the class should not be scheduled once a week into the library media center but rather a total of 40 periods a year as planned by the library media specialist and classroom teacher. This could be consecutive days or individual days as needed. It should also meet the objectives of the library media specialist and the classroom teacher and be integrated into regular classroom instruction. Library skills should not be taught out of context. Research and experience of many library media specialists have shown that students do not learn information, locational, and processing skills out of a context of a purpose. A student will not retain how to use a periodical index if this index is taught out of context to a purpose. Exercises using catalog cards, almanacs, indexes, etc., in isolation, taught once a week, will not meet the requirements of Commissioner's Regulations Part 100.

A library media and information skills program is much more than minimally meeting time regulations. It is an overall planned program preK-12. Library media specialists should be functioning in a curricular role — planning instructional units with classroom teachers at all levels of curriculum development, sharing with the

classroom teacher the responsibility for teaching the library media and information skills, helping to develop meaningful activities which will provide regular practice of these skills in all subject areas, contributing to increased student achievement, and having classroom teachers recognize that these are the lifelong learning skills that are essential for the student's very survival. These library and information skills are to be integrated into all subject areas, for all areas of instruction need to reinforce accessing and processing information.

Most schools in New York State have been working on integrating these skills into the curriculum since 1984. The first step in this integrated curriculum development needs to be strong administrative leadership to an integrated approach. The library media specialist can not achieve this cooperative atmosphere alone; for he/she is also a teacher in the school. With administrative support, a committee can be formed of classroom teachers, library media specialist(s), and administrator(s) to formulate a plan for an integrated approach. Any plan formulated should provide integration of the objectives as outlined in the *Secondary Library Information Skills Syllabus draft* sent to schools in September 1986. However, not only library and information skills objectives need to be addressed. Individual subject-area objectives also must be addressed for this curriculum to be meaningful and achieve its goal of student lifelong learning. Curriculum workshops developing units of study will be necessary in most school districts. Any curriculum development must involve the library media specialist and the classroom teacher. A school may find it advisable and cost-effective to join with neighboring schools in a BOCES Co-Ser project. Many school library systems are also offering curriculum workshops and conference days, sharing expertise and resources. Any shared plan will, of necessity, require individual school district refinement.

Units of Study

Units of study incorporating subject objectives of classroom teachers and library media and information skills objectives need to be developed on the local school level. Well-defined units are critical. They are a means of meeting the requirement and facilitate recordkeeping. Local curricula, textbooks, State syllabi in content areas as well as *The Secondary Library Media and Information Skills Syllabus draft* will be important sources. Once the learning outcomes are identified, the activities must be developed which will deliver the desired learning outcome through specific content units. The competencies of the curricular role and the communication skills of the library media specialist and the support of the administration are critical to the success of this process.

The following areas are recommended to be addressed in a unit of study so that there is a clear outline of the purpose of the unit, its integration value, responsibility, and activities.

1. **Rationale** — the reasons for integration of the objectives of this curriculum area of the classroom subject with library media and information skills.

2. **Content Outline** — outline where in the classroom subject-area syllabi these unit objectives fit.

3. **Objectives** — learner outcomes met by the unit in the subject area and from the Secondary or Elementary Library Media and Information Skills Syllabi.

4. **Key** — to sequential district-level and State Education Department library media and information objectives.

5. **Planning Time** — essential for this curriculum integration to work. There must be time for library media specialist and classroom teacher to cooperatively plan.

6. **Accountability** — who is responsible for the various parts of the procedures? This area also can be used for recordkeeping purposes. An example is outlined below:

Day	Where	Who Teaches	Who Assists	Time Frame
1	classroom	teacher	— — —	science class
2	LMC	LMS	teacher	science class
1	LMC	— — —	LMS	study hall; science; individual
1	classroom	teacher	— — —	science class

LMC — Library Media Center
LMS — Library Media Specialist

7. **Activities and Procedures** — an outline of what the day-by-day procedures will be. This could be brief or lengthy to suit a school's needs.

8. **Evaluation** — many different forms of evaluation are possible. Examples would be research papers, models, art work, outlines, observation, notecards, oral reports, etc. In unit development note caution about requiring all students to write a research paper in all subject areas; this is usually not advisable. There are many other methods of evaluating the incorporation of information processes and skills into a subject area.

For schools wishing examples of units of study, many school districts through summer projects, individual initiative, conference-day sharing, and conference attendance have produced excellent units of study of library media and information skills. Information on these units in many instances can be obtained from regional school library systems. The Elementary Library Curriculum also includes units of study. The Bureau of School Library Media Programs in coordination with the Bureau of Curriculum Development at the New York State Education Department is in the process of preparing 21 units of study representing all subject areas in the seventh and eighth grades. These units should be available in spring 1989 and will be sent to all school districts.

Recordkeeping has been a concern in many school districts. How do you show that 40 periods of library skills instruction have taken place? When devising a recordkeeping plan, keep track of classes, not individual students. Using the units of study as a base, and the accountability section as a specific detail, keep all units together in a notebook or by other means. Through monthly reports, the library media specialist can chart which teachers are using which units and what skills are being addressed. If each subject teacher does a four-day unit, the requirements will be met.

Conclusion

The library media and information skills program needs to be a well-defined, flexible, and integrated interdisciplinary, sequentially planned program. The library media center of a school must accommodate the needs of the curriculum of the school, both class and individual use, individual student recreational use, and teacher and administrative use. The facility needs to be of a size to serve all of these functions. One function should not "close out" the other functions. With a more defined curricular role for the library media specialist and with increased use of the facility for class and individual student research needs, the use of the library media center may have to be reevaluated. The library media specialists should have support staff to allow them to perform their professional role. Managing the library media center, serving on curriculum committees, planning with classroom teachers, and other professional roles require support staff even in the smallest library media center.

The administrator will have to take a leadership role and help classroom teachers understand that library media and information skills are an integral part of the curriculum. Continual planning with in-service for classroom teachers is recommended. To help resolve the issue of library media specialist's planning time, as the program is developed and continues, planning time needs to be built into the building-level and district-level library media program. To correctly carry out this program, additional resources may be needed in the library media center. To help resolve this problem, New York State has allotted $2.00 per pupil to supplement the library media center budget. Also regional school library systems can help coordinate collection development between school districts and provide interlibrary loan.

Administrative support of an integrated interdisciplinary library media and information program is vital to that program's success.

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APPENDIX E
STUDENTS WITH HANDICAPPING CONDITIONS

The Board of Regents, through revising Part 100 Regulations of the Commissioner and the Action Plan, has made a strong commitment to integrating the education of students with handicapping conditions into the total school program. According to Section 100.2(s) "Each student with a handicapping condition, as such term is defined in Section 200.1(ii) of this Chapter, shall have access to the full range of programs and services set forth in this Part to the extent that such programs and services are appropriate to such student's special educational needs." Districts must have policies and procedures in place to make sure that students with handicapping conditions have equal opportunities to access diploma credits, courses, and requirements.

The majority of students with disabilities have the intellectual potential to master the curricula content requirements for a high school diploma. Most students who require special education attend regular education classes in conjunction with specialized instruction and/or related services. These students must attain the same academic standards as their nonhandicapped peers in order to meet these requirements. For this reason, it is very important that at all grade levels students with handicapping conditions receive instruction in the same content areas so as to receive the same informational base that will be required for proficiency on Statewide testing programs and diploma requirements.

The teacher providing instruction through this syllabus/curriculum has the opportunity to provide an educational setting which will enable the students to explore their abilities and interests. Instruction could be provided to students with handicapping conditions either by teachers certified in this subject area or by special education teachers. Teachers certified in this subject area would be providing instruction to students who are recommended by the Committee on Special Education (CSE) as being able to benefit from instruction in a regular educational setting and are appropriately placed in this setting. Special education teachers may also provide this instruction to a class of students with handicapping conditions in a special class setting.

Teachers certified in the subject area should become aware of the needs of those students with handicapping conditions participating in their classes. Instructional techniques and materials must be modified to the extent appropriate to provide students with handicapping conditions the opportunity to meet diploma requirements. Information or assistance is available through special education teachers, administrators, the CSE, or a student's Individualized Education Program (IEP).

Additional assistance is available through consultant teacher services. The implementation of this service will allow school districts to provide direct and indi-

rect services to pupils with handicapping conditions who are enrolled full-time in a regular education program. Direct consultant teacher services consist of individualized or group instruction which would provide such students with instructional support in the regular education classroom to help them benefit from their regular education program. Indirect consultant teacher services will provide support to the regular education teacher in the modification and development of instruction and evaluation that effectively deals with the specialized needs of students with handicapping conditions.

Strategies for Modifying Instructional Techniques and Materials

1. Prior to having a guest speaker or taking field trips, it may be helpful to structure the situation. Use of a checklist or a set of questions generated by the class will help students focus on relevant information. Accessibility for students with handicapping conditions should be considered when field trips are arranged.

2. The use of computer software may be appropriate for activities that require significant amounts of writing by students.

3. Students with handicapping conditions may use alternative testing techniques. The needed testing modifications must be identified in the student's Individualized Education Program. Both special and regular education teachers need to work in close cooperation so that the testing modifications can be used consistently throughout the student's program.

4. Identify, define, and preteach key vocabulary. Many terms in this syllabus are specific and may need continuous reinforcement for some students with handicapping conditions. It would also be helpful to provide a list of these key words to the special education teacher in order to provide additional reinforcement in the special educational setting.

5. Check periodically to determine student understanding of lectures, discussions, demonstrations, etc., and how this is related to the overall topic. Encourage students to express their understanding. It may be necessary to have small group discussions or work with partners to determine this.

6. Provide students and special education teachers with a tape of lectures that contain substantial new vocabulary content for further review within their special education classes.

7. Assign a partner for the duration of a unit to a student as an additional resource to facilitate clarification of daily assignments, time lines for assignments, and access to daily class notes.

8. When assigning long-term projects/reports, provide a time line with benchmarks as indicators for completion of major project/report sections. Students who have difficulty with organizational skills and time sequence may need to see completion of sections to maintain the organization of a lengthy project/report.

Special education teachers providing this instruction must also become familiar with the goals and objectives of the curriculum. It is important that these teachers provide their students with the same or equivalent information contained in the curriculum.

Regardless of who provides the instruction, the cooperation between teachers of regular and of special education programs is essential. It is important for the students as well as for the total school environment.

Alternative Testing Techniques

Another consideration in assisting students with handicapping conditions to meet the requirements of regular education is the use of alternative testing techniques. Alternative testing techniques are modifications of testing procedures or formats which provide students with handicapping conditions equal opportunity to participate in testing situations. Such techniques provide the opportunity to demonstrate mastery of skills and attainment of knowledge without being limited or unfairly restricted by the existence of a handicapping condition.

The Committee on Special Education (CSE) is responsible for identifying and documenting a student's need for alternative testing techniques. This determination is made when a student is initially referred to CSE, is reviewed annually for as long as the student receives special education services, and is reviewed when the student is determined to no longer need special education services. The modifications are to be used consistently throughout the student's educational program. Principals ensure that students who have been identified by CSE as educationally handicapped are provided with the alternative testing techniques which have been recommended by CSE and approved by the Board of Education.

Alternative testing techniques which have been specified on student IEPs for use by a student must be used consistently in both special and regular education settings. Regular classroom teachers should be aware of possible alternative testing techniques and should be skilled in their implementation.

The coordination and cooperation of the total school program will assist in providing the opportunity for a greater number of students with a handicapping condition to meet the requirements needed to pursue a high school diploma. The integrated provision of regular education programs, special education programs, remediation, alternative testing techniques, modified teacher techniques and materials, and access to credit through alternatives will assist in enabling such students to pursue high school diplomas to a greater degree. The teacher who provides instruction through this curriculum has a unique opportunity to assist such students in their individual goals.

Additional information on alternative testing modifications is available in the manual entitled *Alternative Techniques for Students with Handicapping Conditions*, which can be obtained from:

New York State Education Department
Office for Education of Children with Handicapping Conditions
Room 1071, Education Building Annex
Albany, NY 12234

Infusing Awareness of Persons with Disabilities Through Curriculum

In keeping with the concept of integration, the following subgoal of the Action Plan was established:

> In all subject areas, revisions in the syllabi will include materials and activities related to generic subgoals such as problem solving, reasoning skills, speaking, capacity to search for information, the use of libraries, and increasing student awareness of and information about the disabled.

The purpose of this subgoal is to ensure that appropriate activities and materials are available to increase student awareness of disabilities and issues in regard to disabilities.

This curriculum, by design, includes information, activities, and materials regarding persons with handicapping conditions. Teachers are encouraged to include other examples as may be appropriate to their classrooms or the situation at hand. Teachers are also encouraged to assess the classroom environment to determine how the environment may contribute to student awareness of persons with disabilities.

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